



Skipton, Greatwood Community Primary School

Inspection Report

Unique Reference Number 121425
LEA North Yorkshire
Inspection number 281013
Inspection dates 16 March 2006 to 17 March 2006
Reporting inspector Mrs Margaret Lewis CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Pinhaw Road
School category	Community		Skipton
Age range of pupils	3 to 11		North Yorkshire BD23 2SJ
Gender of pupils	Mixed	Telephone number	01756 793609
Number on roll	198	Fax number	01756 797830
Appropriate authority	The governing body	Chair of governors	Mr R Heseltine
Date of previous inspection	16 October 2000	Headteacher	Mr H Collings

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average primary school situated in a socio-economically disadvantaged area. Almost all pupils are of white British heritage and all have English as their first language. An above average proportion of pupils is identified with learning difficulties and/or disabilities. An above average proportion has a statement of special educational need. The school has a small number of looked after children. It holds a Basic Skills Quality Mark; an Investor in Peoples Award; an Active Mark and a Healthy Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Skipton, Greatwood is a good school with a number of outstanding features. It offers very good value for money. The school has a very positive ethos. Parents and pupils hold it in high regard. Senior staff and governors have an accurate understanding of the school's effectiveness, although in some aspects of its work their evaluations are too modest, with inspectors judging leadership and management and pupils' personal development and well-being to be outstanding rather than good. Standards and achievement are good overall, and sometimes outstanding. The quality of teaching, learning and the curriculum are good. In this school, every child matters. Pupils of all ages are extremely well cared for and are made fully aware of the benefits of a healthy lifestyle and how to stay safe. An excellent level of care and support is provided and all children are fully included in all parts of the school's work. The school is exceptionally well led and managed by the headteacher, supported by an extremely effective team of senior staff. It analyses its work very thoroughly and has accurately identified, and is successfully addressing, the need to raise standards further, particularly in Key Stage 1, and to raise the quality and standard of pupils' writing throughout the school. The good improvements already made since the previous inspection, including the consistently rising standards in English, mathematics and science in Key Stage 2, demonstrate the school's eagerness and capacity to improve further. Children get off to an excellent start in the Foundation Stage, owing to provision of outstanding quality. Particularly good emphasis is given to pupils' personal, social and emotional development in this stage of learning.

What the school should do to improve further

- Improve the standards of pupils' writing throughout the school but especially in Key Stage 1.
- Extend the proportion of outstanding teaching and learning in the school to raise standards further, particularly in Key Stage 1.

Achievement and standards

Grade: 2

When children start in the nursery, their standards are well below average. A significant number have very poor speech development and limited communication and mathematical skills as well as poor personal and social skills. They make outstanding progress in the Foundation Stage, particularly in their personal, social and emotional development. Standards have also improved by the time pupils start Year 1, even though they are still below average overall because of children's very low starting points.

Over the past three years, whilst progress in Key Stage 1 has been satisfactory, pupils have not built well enough on the good start they made in the Foundation Stage. This has particularly been the case in writing. Frequent changes of staffing across the key stage during this time have contributed significantly to this state of affairs. The school

has recognised these adverse effects and put very effective strategies in place to counteract them. As a result, progress is now improving and pupils in Year 2 are on target to achieve average standards this year. The school recognises the need to continue to improve standards in writing.

Pupils achieve very well in Key Stage 2 and make outstanding progress to reach above average standards in English and mathematics by the time they leave the school. Standards in science are exceptionally high. There has been a consistently upward trend in all subjects over the past five years. This is particularly evident in English, where standards have improved greatly over the past five years and in 2005 were exceptionally high. School targets in English and mathematics in 2005 were exceeded and pupils in Year 6 are on course to reach the challenging targets set for them in 2006.

Personal development and well-being

Grade: 1

Provision for pupils' personal development is outstanding. Spiritual, moral, social and cultural development is excellent. This makes a significant contribution to pupils' progress. From an early age, they develop a passion for learning and take responsibility for it. Pride in achievement is remarkable. By the time they leave they have become highly self-confident. The school council provides many chances to develop an excellent understanding of citizenship. Outstanding personal and social education helps pupils to reflect on important matters and develop values such as care, co-operation, honesty and respect for people different from themselves.

Rates of attendance are improving and are satisfactory. Most pupils maintain high rates of attendance. The school actively discourages holidays in term time. Behaviour is outstanding. Very rare instances of bad behaviour are dealt with extremely effectively.

The school involves pupils in many worthwhile local activities. Through these, they are able to make an outstanding contribution to the community, for instance, by giving performances for the elderly and fundraising for a wide range of good causes. The accreditation as a healthy school is reflected in pupils' excellent understanding of healthy lifestyles. They are well aware of safe practices and of the dangers to health caused by smoking and drug abuse.

Pupils' good academic achievement and outstanding personal development give them good preparation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good with some outstanding features, and these could be permeated further throughout the year groups, particularly in Key Stage 1. Teaching is particularly strong in the Foundation Stage, where children have

an excellent start to their education. It is also very strong at Key Stage 2, where work provided is very well matched to pupils' different learning needs, helping them to make very rapid progress. Pupils' learning slowed in Key Stage 1 in recent years but is now improving, with current Year 2 pupils achieving well, owing to good teaching. Pupils with learning difficulties and/or disabilities achieve well in lessons because of the outstanding adult support they receive. This enables them to progress from their starting points equally as well as others and is successful in removing barriers to their learning. Well-devised group work for those not quite reaching the levels expected of them in English and mathematics helps them progress well. The calm and yet very busy and purposeful atmosphere in lessons enables pupils to achieve well and to learn with considerable enjoyment. Careful assessments are made of pupils' learning. Teachers have an accurate view of what pupils know and what they need to learn next. Targets for improvement are set and discussed, and pupils, towards the end of Key Stage 2 in particular, are involved in assessing how they meet their own targets and those of their peers. Teachers make good use of information and communication technology (ICT) in lessons and this helps them enjoy lessons, sustain and maintain interest.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets the range of pupils' needs and interests well and puts a good emphasis on the basic skills of English, mathematics, science and ICT. The Foundation Stage curriculum provides children with a vibrant and exciting range of activities that prepares them well for school life. The local community is used well to enrich learning. For instance, pupils visit castles, museums and places of worship, and older pupils take part in a residential visit. Visitors include poets, storytellers, the emergency services and members of the clergy. Opportunities to take part in safe cycling training and to learn about emergency situations through the local 'Crucial Crew' initiative help pupils to develop their awareness of safety matters. The school is strong in its provision for pupils with learning and behavioural difficulties and makes good use of specialist teachers from the local authority to support their learning. It promotes multicultural awareness well. The school has close links with other schools, for instance, in music and the provision of a range of extra-curricular activities such as dance, drama, computers and homework enriches the curriculum.

Care, guidance and support

Grade: 1

These aspects of the school's work are outstanding. Pupils are valued as individuals. The overwhelming view of parents that the school is a safe and caring place is fully justified. Health, safety and child protection procedures are robust and understood. Procedures to support pupils in local authority care are very good. Pupils receive good advice on how to live healthily, act safely and overcome difficulties. They are given many very good opportunities to assess and evaluate their own progress towards their agreed targets for improvement. As a result, their awareness of their own learning targets is exceptional. This makes a strong contribution to their academic and personal

development. Personal development is monitored particularly well and leads to it being outstanding. Rewards are used exceptionally well to celebrate good achievements in and out of school so that pupils glow with pride when they receive praise.

Leadership and management

Grade: 1

The headteacher has created an outstanding ethos at Greatwood. He leads and manages the school outstandingly well and has a strong vision for its continuing development. Because of his exceptional leadership, there is a clear, shared philosophy for the benefit of pupils behind everything that is done. The headteacher is supported extremely well by very committed senior staff, who contribute significantly to the relentless drive to raise standards. Staff deployment brings out the best in everyone. All staff clearly love teaching and working in the school. Standards in English, mathematics and science at Year 6 have risen year on year over the past five years as a result of changes introduced by the leadership and taken on wholeheartedly by all staff. The recent organisation of an Early Years Unit is having an extremely positive effect on improving the pace of learning for the very youngest children in the nursery and Reception.

Outstanding monitoring and evaluation of its work enable the school to make good headway in raising standards, for example, in improving achievement in Key Stage 1. The school's improvement plan is used extremely well to direct its work. The school holds considerable data about pupils' standards and progress. This is analysed rigorously to determine pupils' progress and where improvement might be made, enabling plans to be made accordingly. An effective governing body makes sure the school meets statutory requirements. It is fully involved in monitoring and evaluating the work and performance of the school. Financial management is excellent. The school has improved significantly since the last inspection and is extremely well placed to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making Mr Hussain and me so welcome in your school. It was a delight to spend some time with you last week. We enjoyed joining you in lessons, talking with you over lunch and at play and looking at some lovely work on the class walls and in your books.

You are fortunate to go to such a good school. All the staff care for you exceptionally well and work hard to make your lessons and school life as interesting as possible. One of you said, 'if you've not had a good day, staff still care. They like us for who we are and what we achieve'. By the time you leave the school, you do better than is expected in English, mathematics and science. Teachers make good use of computers to make lessons interesting for you and you use them well. We were very impressed by the quality of your artwork, which makes the school look so colourful and bright. The confidence shown by those of you who played the recorder during assembly and the pride of those who received their 'Gotcha' pencils was a joy for us to see.

It was good to see that you understand that children from other cultures have the same feelings and needs as you. The way that you care for each other is very good. You are very thoughtful and helpful. We noticed the way you hold doors open for each other and not just for us. You wait quietly to go into the hall and into the playground for games. You are developing good habits in how to keep healthy and to stay safe.

One of the main reasons why the school is so good is because of the hard work and care shown by your headteacher who cares about each one of you. He is a brilliant leader and he manages the school extremely well and helps everyone do their best.

There are three things we have asked the school to do to make it even better. These are to help you improve your writing and to increase the amount of excellent teaching, especially in Zone 1. We would also like you to make sure that you miss school as little as possible during term time.